



## Rosenwald Elementary/Middle School

508 Church Street  
Society Hill, SC 29593

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	122 Students	
<b>Principal</b>	Kimberly Mason	843-398-2700
<b>Superintendent</b>	Dr. Eddie Ingram	843-398-5100
<b>Board Chair</b>	Warren Jeffords	843-326-5970

# THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2014</b>	<b>Below Average</b>	<b>Below Average</b>
2013	Below Average	Excellent
2012	Below Average	Average
2011	At-Risk	Below Average
2010	Below Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

## Percent of Student SC PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2013-14 whose 2012-13 test scores were located

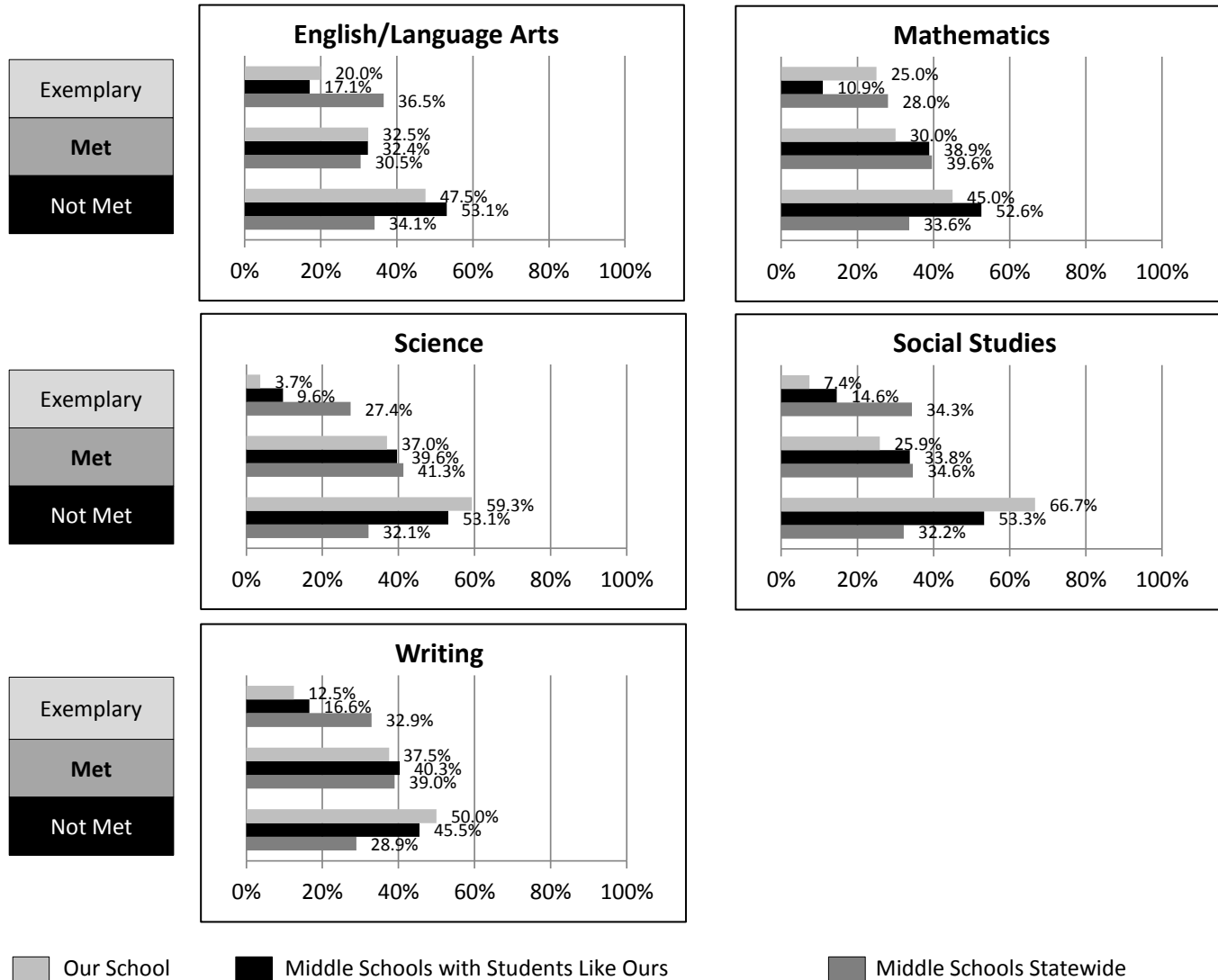
97.0%

## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	26	14

\* Ratings are calculated with data available by 04/27/2015.

## South Carolina Palmetto Assessment of State Standards (SC PASS)



\* Middle Schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

## Definition of Critical Terms

Exemplary	"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n = 122)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	3.7%	Up from 0.0%	14.7%	26.0%
Retention Rate	1.7%	Down from 3.8%	0.7%	0.6%
Attendance Rate	95.9%	Down from 97.2%	95.5%	96.2%
Served by gifted and talented program	0.8%	No change	6.0%	19.4%
With disabilities	15.7%	Down from 18.0%	16.5%	12.8%
Older than usual for grade	12.4%	Up from 8.3%	7.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.7%	0.4%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n = 15)</b>				
Teachers with advanced degrees	46.7%	Up from 35.7%	61.2%	61.3%
Continuing contract teachers	66.7%	Up from 57.1%	60.0%	75.9%
Teachers returning from previous year	77.6%	Up from 77.1%	75.9%	85.4%
Teacher attendance rate	97.6%	Up from 97.1%	95.5%	95.2%
Average teacher salary*	\$47,377	Up 9.9%	\$45,352	\$47,081
Professional development days/teacher	12.1 days	Down from 12.4 days	9.2 days	10.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	2.5	3.0
Student-teacher ratio in core subjects	13.3 to 1	Up from 12.5 to 1	17.8 to 1	21.5 to 1
Prime instructional time	92.3%	Down from 92.9%	89.5%	90.1%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	98.2%	99.0%
Character development program	Excellent	No change	Good	Good
Dollars spent per pupil**	\$12,786	Up 11.5%	\$9,908	\$7,616
Percent of expenditures for instruction**	46.8%	Down from 49.0%	55.7%	62.0%
Percent of expenditures for teacher salaries**	46.0%	Up from 45.0%	54.8%	61.3%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	93.8%
English 1	100.0%	83.6%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	92.0%

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## Report of Principal and School Improvement Council

It was an exciting year at Rosenwald for students and staff alike. The students experienced an array of educational opportunities including Common Core State Standards, new computerized software called Successmaker, a variety of school wide activities and a fieldtrips. The students were exposed to engaged reading and writing practices through our participation in the Literacy Matters Project. We continued with our instructional framework through TAP. We were awarded a SC Palmetto Gold Award for General Performance and a Silver Award for Closing the Achievement Gap.

In our primary grades, students continued to explore and research using science topics. They became young experts on everything from dinosaurs to sharks. The 4K students read and captivated audiences while 5K were reading and writing in detail. The first graders read so much that they won the Darlington County Race Into Reading Contest and were rewarded with a day at the Darlington Raceway. The second graders participated in our professional development field study and gave us great insight into students' use of comprehension strategies.

At the elementary grades, students demonstrated their abilities to read, write and compute at high levels. The students worked through projects to integrate science and social studies into their ELA classes. They learned to explain math and problem solve in multiple ways as well as how to research specific topics and share the information in a compelling, well organized presentation.

Our middle school students advanced their studies into more difficult literature, both fiction and nonfiction as well as explored a new level of mathematics using Common Core State Standards. The students continued the digital pen pal project with Middlebury College. In February, a select group of Middlebury Mentors visited our school for a week during which they worked with students, teachers and parents. They participated in all school events including afterschool tutoring, exploratory classes, basketball games, and a winter formal. The parents and community were invited in to question the mentors about their paths to college coming from underprivileged backgrounds during our Dinner and Panel Discussion.

All of the students benefitted from experiences outside of our campus. Fieldtrips this year included a 3-5 trip to Charleston's Aquarium through a teacher awarded grant, a Good Behavior Trip to see Frozen, a primary trip to McLeod's Farm in McBee, a 5-8 trip to Duke University in North Carolina, a PASS incentive trip to several colleges and Frankie's Fun Park in Columbia and a K-4 grade trip to Riverbanks Zoo. The students were exposed to Japanese culture when everyone enjoyed fine dining at Miyabi's Steakhouse while in Columbia. Seventh and Eighth grade high performing students experienced the Levine Museum in Charlotte. The school staff and parent body ensured these fieldtrips were open to all eligible students through donations and fundraisers.

Our staff continued to grow professionally through embedded professional development as well as opportunities outside the campus. Teachers participated in the teacher training at the Charleston Aquarium, State Department of Education workshops, and district level workshops. We continued to hold cluster meetings but worked to develop deeper understanding of student performance levels and how to address their needs. We focused on two strategies this year: TRACK and BLAST which helped our students track their reading comprehension.

In 2013-14 we truly became a community of learners at every grade. We realized and accepted the challenges of maintaining our performance at high levels.

Kim Mason Principal      Shartee Brantley SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	11	9
Percent satisfied with learning environment	50.0%	45.5%	I/S
Percent satisfied with social and physical environment	66.6%	72.8%	I/S
Percent satisfied with school-home relations	70.6%	81.9%	I/S

\* Only students at the highest middle school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>72.3</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

**Accountability Indicator (Title I Schools)**

Rosenwald Elementary/Middle School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
X	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

		<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers		0	3.2%
Classes in high poverty schools not taught by highly qualified teachers		3.8	7.3%
	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes
			<b>State</b>
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials			0.0%

\* Or greater than last year

Abbreviations for Missing Data

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## SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 6-8							
All Students	600.8	614.3	590.3	598.0	100.0	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	600.1	614.7	N/A	N/A	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	602.4	615.5	N/A	N/A	100.0	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

## Abbreviations for Missing Data

N/A-Not Applicable

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## Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	3	15	635.2	100.0	15	631.2	100.0
	4	16	630.2	100.0	16	616.4	100.0
	5	16	631.6	100.0	16	601.9	100.0
	6	15	592.9	100.0	15	629.0	100.0
	7	11	605.3	100.0	11	632.7	100.0
	8	15	623.0	100.0	15	621.4	100.0
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	8	I/S	I/S	7	I/S	I/S
	4	16	605.7	100.0	16	624.8	100.0
	5	8	I/S	I/S	8	I/S	I/S
	6	7	I/S	I/S	8	I/S	I/S
	7	11	606.8	100.0	11	592.2	100.0
	8	7	I/S	I/S	8	I/S	I/S

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	3	16	619.7	100.0	16	616.4	100.0
	4	13	623.2	100.0	13	615.4	100.0
	5	14	631.3	100.0	14	629.2	100.0
	6	14	610.1	100.0	14	608.4	100.0
	7	14	598.1	100.0	14	617.4	100.0
	8	13	593.0	100.0	13	617.7	100.0
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	8	I/S	100.0	8	I/S	100.0
	4	13	597.3	100.0	13	622.9	100.0
	5	7	I/S	100.0	7	I/S	100.0
	6	7	I/S	100.0	7	I/S	100.0
	7	14	593.0	100.0	14	596.3	100.0
	8	6	I/S	100.0	7	I/S	100.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

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N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (District)							4/27/2015	1601020
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	638.3	637.1	629.3	645.1	99.9	99.9	100.0	N/A
Male	633.2	636.9	631.9	647.3	99.8	99.8	100.0	N/A
Female	643.4	637.3	626.5	642.8	99.9	99.9	100.0	N/A
White	658.0	656.3	652.7	663.2	99.9	99.9	100.0	N/A
African American	622.2	620.9	609.5	629.7	99.9	99.8	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	622.2	624.1	624.1	641.2	98.3	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	599.6	596.7	595.8	610.8	99.4	99.4	100.0	N/A
Limited English Proficient	630.6	641.1	633.8	646.3	98.2	100.0	100.0	N/A
Subsidized Meals	629.0	627.6	618.0	635.0	99.8	99.8	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	620.6	620.3	630.3	634.1	99.9	99.9	99.8	N/A
Male	614.6	619.5	632.4	635.2	99.9	99.9	99.8	N/A
Female	626.9	621.1	628.2	633.0	99.8	99.9	99.9	N/A
White	642.5	637.7	652.7	655.3	99.8	99.9	100.0	N/A
African American	603.7	606.5	612.3	618.0	99.9	99.9	99.7	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	616.1	625.8	N/A	N/A	100.0	100.0	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	582.4	584.8	589.4	595.2	99.7	100.0	99.0	N/A
Limited English Proficient	611.3	627.9	N/A	N/A	100.0	100.0	N/A	N/A
Subsidized Meals	608.8	610.1	618.7	621.7	99.8	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	228.2	223.4	78.7	74.0	99.9	99.9	100.0	90.4
Male	225.3	222.7	78.7	75.4	100.0	100.0	100.0	84.5
Female	230.9	224.1	78.7	72.7	99.7	99.7	100.0	96.1
White	234.9	232.7	83.3	78.9	100.0	100.0	100.0	91.1
African American	222.7	215.9	75.1	69.5	99.8	99.8	100.0	90.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	208.8	201.7	69.1	65.4	100.0	100.0	100.0	53.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	222.8	217.6	75.3	70.9	100.0	100.0	100.0	87.4
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.



Performance by Group - ESEA/Federal Accountability (State)							4/27/2015	1601020
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

\*Performance reported for SC and nation, data not available at school level.

### Reading - Grade 4 (2013)



### Mathematics - Grade 4 (2013)



### Reading - Grade 8 (2013)



### Mathematics - Grade 8 (2013)



#### Key

NSLP National school lunch program

SD Student with disabilities

ELL English language learner

NAEP National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

#### Our School

Number of recently arrived ELL students exempted from ELA in state assessments

0

#### Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

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I/S-Insufficient Sample